

| Behaviour change techniques used in interventions on hand hygiene compliance | | | |
|---|----------|--|--|
| Determinant | # | Method | Description of the activity in article |
| Knowledge | 1 | <input type="checkbox"/> Provide general information | |
| | 2 | <input type="checkbox"/> Increase memory and/or understanding of transferred information | |
| Awareness | 3 | <input type="checkbox"/> Risk Communications | |
| | 4 | <input type="checkbox"/> Self-monitoring of behaviour | |
| | 5 | <input type="checkbox"/> Self-report of behaviour | |
| | 6 | <input type="checkbox"/> Electronic monitoring of behaviour | |
| | 7 | <input type="checkbox"/> Reflective listening: direct feedback of cognitions and emotions | |
| | 8 | <input type="checkbox"/> Feedback: delayed feedback of behaviour | Feedback was presented to each HCW separately, showing the total number of times the dispensers were used in each patient room in which the HCW worked |
| | 9 | <input type="checkbox"/> Feedback: direct feedback of behaviour | |
| | 10 | <input type="checkbox"/> Feedback of clinical outcomes | Feedback on infection rates |
| Social influence | 11 | <input type="checkbox"/> Provide information about peer behaviour | |
| | 12 | <input type="checkbox"/> Provide opportunities for social comparison | review the number of times that other HCWs used dispensers, thus promoting a comparison of hand hygiene compliance among them |
| | 13 | <input type="checkbox"/> Mobilize social norm (important others) | |
| Attitude | 14 | <input type="checkbox"/> Re-evaluation of outcomes, self-evaluation | |
| | 15 | <input type="checkbox"/> Persuasive communication, belief selection | |
| | 16 | <input type="checkbox"/> Reinforcement on behavioural progress, provide contingent rewards | |
| | 17 | <input type="checkbox"/> Reinforcement on motivational progress, provide contingent rewards, affirmation | |
| Self-efficacy | 18 | <input type="checkbox"/> Modeling | |
| | 19 | <input type="checkbox"/> Verbal persuasion | |
| | 20 | <input type="checkbox"/> Practice, guided practice | |

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|----------------------------------|----|---|---|
| | 21 | <input type="checkbox"/> Plan coping responses | |
| | 22 | <input type="checkbox"/> Set graded tasks, goal setting | who explained the goals and targets for the process measures in the intervention unit twice per week. |
| | 23 | <input type="checkbox"/> Reattribution training, external attribution | |
| Intention | 24 | <input type="checkbox"/> General intention information | who explained the goals and targets for the process measures in the intervention unit twice per week. |
| | 25 | <input type="checkbox"/> Develop medication intake schedule | |
| | 26 | <input type="checkbox"/> Specific goal setting | |
| | 27 | <input type="checkbox"/> Review of general and/or specific goals | |
| | 28 | <input type="checkbox"/> Agree behavioural contract | |
| | 29 | <input type="checkbox"/> Use of social support | |
| Action control | 30 | <input type="checkbox"/> Use of cues | |
| | 31 | <input type="checkbox"/> Self-persuasion | |
| Maintenance | 32 | <input type="checkbox"/> Formulate goals for maintenance of behaviour | |
| | 33 | <input type="checkbox"/> Relapse prevention | |
| Facilitation of behaviour | 34 | <input type="checkbox"/> Provide material to facilitate behaviour | |
| | 35 | <input type="checkbox"/> Continuous professional support | |
| | 36 | <input type="checkbox"/> Individualize regimen | |
| | 37 | <input type="checkbox"/> Cope with side-effects | |
| | 38 | <input type="checkbox"/> Reduce environmental barriers | |

| Reviewers | |
|------------------|------------|
| Name reviewer | MH |
| Date | 28-02-2010 |

| Study | |
|---------------------------------|--|
| ID study | 48 |
| Title | Changing knowledge, behavior, and practice related to universal precautions among hospital nurses in China |
| Authors | Blinded |
| Source + year | 2002 |
| Analysed by Naikoba and Hayward | No |

| Interventions |
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| <p>Description of the intervention</p> <p>Educational training program involving 2 h of formal teaching about blood-borne pathogens and universal precautions delivered by specially trained nurses. One hour demonstration of universal precautions techniques. 30 minute discussion on clarifying risks for blood pathogen exposure 30 min of discussion, and providing printed materials and pamphlets</p> |
| <p>Description of usual care</p> <p><input type="checkbox"/> Not specified</p> |

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| Awareness | 3 | <input type="checkbox"/> Risk Communications | 30 minute discussion on clarifying risks for blood pathogen exposure |
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| Self-efficacy | 18 | <input type="checkbox"/> Modeling | One hour demonstration of universal precautions techniques |

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